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ABSTRACT

This report examines the results of a survey of 110 students enrolled in Ohio University's Extended Learning Program (ELP) in Cleveland. The questionnaire was designed to provoke comments and criticisms concerning student preferences for scheduling, types of courses to be offered and student recommendations for improving ELP. Results are categorized according to an ELP student profile, administration of ELP, the curriculum, credit hours, financing, the Bachelor of General Studies Degree, and reactions to Ohio University recommendations. Some of the student recommendations suggest: (1) ELP must be better integrated into traditional, existing educational programs. (2) Alternative means of earning academic credits must be built into more Ohio institutions of higher education. (3) Through in-service training, faculty should be given the skills to help students prepare learning contracts. (4) Guidelines for the development of criteria for granting credits for work and other life experience should be established. (5) Meetings and seminar topics of common interest should be made available as part of the ELP program and should be given for credit. (6) A blue ribbon policy committee of faculty, administrators and lay people should be empowered to make decisions concerning the ELP on a state-wide basis. (MJM)

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ED 086108

EXTENDED LEARNING PROGRAM

REPORT TO

THE CLEVELAND COMMISSION ON HIGHER EDUCATION

OHIO UNIVERSITY, AND

THE OHIO BOARD OF REGENTS

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Urban Reports Corporation

September 23, 1973

Hansons

FOREWARD

Ohio University has prepared a document entitled, "A Report to the Ohio Board of Regents: Extended Learning, A Break from Tradition," which describes the overall impact of the Extended Learning Program during its initial two-year pilot effort phase. This report deserves our full attention.

The Ohio University report only touches upon the fact that the pilot project's accomplishments would not have been realized were it not for the cooperation of colleges and universities in the Cleveland area. Indeed, the implementation phase of the project during October 1972 - June 1973 was conducted primarily in Northeastern Ohio. The largest portion of enrolled students in the Extended Learning Program came from the Cleveland area.

When the Cleveland Commission on Higher Education voted to join Ohio University in implementing this nontraditional education venture in Cleveland, a decision was made to conduct an independent evaluation of the urban phase of this program. This document reports the results of that evaluation. The evaluation was made possible by a grant from The George Gund Foundation. The Cleveland Commission on Higher Education engaged the Urban Reports Corporation to conduct the evaluation by performing the following tasks: to monitor the program and to act as trouble-shooters should the need arise; to evaluate the progress of individual students in the project; and, to describe the problems and prospects of nontraditional education in the Cleveland area.

The evaluation called upon the advice of the Cleveland consumer--the adult student--who enrolled in this pilot project to seek additional education at the undergraduate level. The remainder of this document highlights the convictions of men and women from Cleveland who have for too many years been overlooked. By and large, higher education has been tilted to serve the 18-22 year old. The conclusions of this survey suggest that the adult consumer in Cleveland overwhelmingly votes to have that imbalance redressed.

ACKNOWLEDGEMENTS

This report is dedicated to Mrs. Dorothea Brown, Mrs. Jeanne Patterson, and Miss Jean Pojman. Without their professional contributions, the Cleveland Extended Learning Program could not have met its goals. Almost single handedly these three women carried the message of this pilot program to every corner of Cuyahoga County, from civic organizations to college campuses. When the program was viewed as a threat to Cleveland college enrollments, they dispelled the worries with calm reason; when students were handcuffed by institutional inertia or red tape, they quietly untied the knots and paved the way for individuals; and when Clevelanders declared that the program was a disguised attempt by Ohio University to build a branch campus in Cleveland, they drew our attention to the real issue, namely, thousands of Clevelanders are not yet being served in post-secondary education, despite the current efforts of colleges and universities in Cuyahoga County.

Students know what is genuine and what is phoney in education, and this is especially true of adults with life experience. Adults enrolled in this program have adjudged Mrs. Brown and her colleagues to be among the best models of educators, because they are concerned with individuals. Furthermore, in paying tribute to these three women, one overriding accomplishment should be remembered: The Cleveland Extended Learning Program is, perhaps, the only college without walls program in this country whose enrollment comes principally from urban dwellers. This precedent was made possible by Mrs. Brown's leadership.

The Cleveland Commission on Higher Education commends these three professionals for an outstanding piece of work. We are determined to build on their contributions by further expanding learning options in Cuyahoga County, from the undergraduate level to the doctorate level and beyond.

History of the Extended Learning Program

In December 1971, Ohio University (OU) was asked by the Ohio Board of Regents to develop and administer a pilot program which would offer post-secondary education to those adults who had dropped out of the traditional system or had been unable to take advantage of existing course offerings. Working with the OU program, the Cleveland Commission on Higher Education (CCOHE) agreed to assist in the implementation of the pilot project in the Cleveland area.

In October 1972, Dr. Lowell LeClair, OU's Extended Learning Program (ELP) Director, opened the Cleveland office. In a joint appointment with the CCOHE, Mrs. Dorothea Brown was named Coordinator. The office was based in the Main Building of the Cleveland Public Library.

The pilot project was designed to (1) explore the interest and need for non-resident study programs in higher education; (2) discover the administrative and teaching problems in such a program; (3) assess and organize available community resources necessary for the ELP; (4) enroll a limited number of students and test the feasibility of independent study by the contract method. In addition, the CCOHE hoped to discover: (1) the extent Cleveland area educational institutions would participate in the ELP; (2) assess whether Commission members could administer undergraduate courses on an individual basis through independent study, course credit by examination and internship, and (3) secure funds to supplement the Cleveland budget in order to provide scholarships for needy students and to evaluate the Cleveland phase of the project.

To draw inquiries, announcements were placed with the local media. An enthusiastic response was obtained from a large number of urban and suburban residents. Of an approximate 2,400 inquiries, over 800 respondents telephoned and wrote within the first three days. Most expressed interest in the independent study aspects of the pilot project. Also, the great majority of callers had at least one year of college education. The demographic analysis of that group indicated what has continued to be true--about 60% of the applicants were young, married women, most of whom were heads of households and were employed full-time.

Interestingly, a significant number of applicants were from predominantly black areas of the Greater Cleveland community, and as the program developed, their numbers increased. While no data on racial mix were compiled, observation and personal knowledge indicated that over one-third of those counseled and who enrolled were black.

A survey undertaken in July 1973 by CCOHE and URC engendered a return of 47% of those enrolled. Designed to provoke comments and criticisms as well as demographic data, the questionnaires provided illuminating information. The form, composed of 55 vital questions, was sent to the one-hundred and ten ELP students. They were asked questions regarding their preferences for scheduling, types of courses to be offered, and most importantly, their personal recommendations for improving ELP. (See Appendix I)

An analysis of this survey will give evidence that the goals of OU and the CCOHE were realized by the pilot program in the Cleveland area. This analysis will be divided into various headings related to the program: (1) Cleveland Institutions and Their Role in the ELP; (2) Profile the ELP Students; (3) Administration of the ELP: (4) The Curriculum; (5) Credit Hours; (6) Financing; (7) The Bachelor of General Studies; and (8) Student Reaction to Ohio University Recommendations.

This analysis will be based on the results of a survey conducted among participants in the Cleveland Area Extended Learning Program. Of 110 participants a total of 56 students, or 47%, responded. Since the survey was begun the enrollment rose to 180.

Cleveland Institutions and Their Role in the ELP

The pilot project was successful as was evidenced by the 180 people who enrolled in independent study courses for college credit. Cleveland's colleges and universities did devise new paradigms of collective action to increase the options for the new student body. Witness the efforts of Ursuline College to provide credit-bearing courses for 14 Head Start teachers in need of credentials in early childhood education. A total program leading to a degree is in the planning stages.

Dyke College is developing a "College without Walls" for business majors. The program includes procedures for evaluating work-related skills and experiences for which college credits may be earned.

Cuyahoga Community College which made available its Communications Center diagnostic service to ELP applicants has continued to offer assistance without requiring admission to the college. Also, Tri-C is in the throes of weighing the possibility of awarding an Associate of General Studies Degree which would allow their students to matriculate into OU's BGS degree program.

Cleveland State University has opened the College Level Examination program to 115 ELP applicants. This service is provided without requiring admission to the university. CSU faculty and staff have prepared a proposal to set up a comprehensive second college for adult education leading to an undergraduate degree.

Several staff members from Karamu House, a performing arts center, were accredited by Ohio University to teach in the performing arts and black studies areas. The staff are appointed as adjunct Ohio University faculty and will teach ELP students from the Cleveland area.

ELP students were offered several types of non-residential college courses for credit. Correspondence courses with their variety of subject matter and their somewhat disciplined methodology were the most heavily utilized means of independent study. Participants remarked on their need for some deadlines and defined expectations--which the correspondence courses provided. There were 68 students who enrolled for correspondence courses given by OU in a wide variety of subjects.

Learning contracts were also sought by those students who had some sense of their own ability to study independently. There were 23 participants who chose this form of learning.

College credits by examination were undertaken by two students, one in English and the other in geography.

The awarding of college credits for life experience has caused many educators to worry, because it seems so difficult a task. However, two Cleveland participants managed to earn credits for work experience by presenting portfolios and undergoing testing in the fields of journalism and theater arts.

Three television classes were broadcast on WVIZ, Cleveland's educational television channel. Total ELP enrollment from the Cleveland area was 33. The three courses were in economics, African history and teaching of reading.

One of the most exciting developments in the ELP project was the offering of a course in early childhood education to 14 Head Start teachers by Ursuline College. The course utilized faculty from the Cleveland Public Schools and was designed to provide independent study for those women who were in search of certification and degrees in their field.

Cuyahoga Community College, Cleveland State University and Dyke College admitted into their regular classes seven students as transients from OU, thus simplifying the admissions procedures as well as the transferring of credits.

The College Level Examination Program was made available to approximately 115 would-be students who believed that they could accumulate college credits if they could perform well enough in the general examinations. Not all of those who took the tests have enrolled in the ELP at this time, but those who have had their test scores sent to Ohio University have done well and have been awarded upwards of 15 credits each.

In addition, more than fifty people have used the diagnostic services which were made possible without charge to ELP students by the Communications Arts Center of Cuyahoga Community College.

Profile of the ELP Student

To obtain a picture of the type of students who were attracted to the Extended Learning Program, the survey asked about previous college experience. It was found that 79% of the participants had previously attended college, usually Cuyahoga Community College or Cleveland State University or both. Sixty-four percent (64%) of those students had accumulated over 30 credit hours. The most frequent reasons given for not continuing earlier education were that attending college did not fit their schedule and that there were not as many options available as the ELP offered.

The participants indicated that they enrolled in the ELP because it does fit their schedule, and secondly, because they feel the program is more suited to their needs as adults than traditional on-campus study. Every participant also said that if the ELP were not available, he would not be able to enroll in a local educational institution. The students described the ideal program for their needs as one which would enable them to study at their own pace and which would permit correspondence and independent study courses as well as traditional in-class courses. Over one-half of the students agreed that these three methods of study were the best ways for them to learn.

Looking at the statistics on the ELP participants, it becomes obvious why the ELP is the only way for them to get the education they desire. Seventy-five percent (75%) of those surveyed are employed, mostly in full-time work. Eighty-eight percent (88%) of the participants are women. Taking the scholarship recipients as one example, 92% are women. Only 35% are married and not the sole support of families. Sixty-nine percent (69%) are employed, and 77% have dependents. Eighty-four percent (84%) of the scholarship recipients have family incomes of less than $8,000 per year. These people have no time to attend college unless they can study at home on their own time.

Ninety-one percent (91%) of the students surveyed said that the only days they could meet with other students and advisors for seminars are Saturdays and Sundays. This indicates that the students participating in the ELP are highly motivated to begin or to continue their education. The students were unanimous in their praise of the program as their greatest chance as adults to obtain degrees, despite the responsibilities of job and family.

Administration of the Extended Learning Program

The students were generally pleased with the program's administration. Only 5% believed the program to suffer from as much "red tape" as regular university programs. Eighty-six percent (86%) said that their applications were handled with speed and efficiency. However, it was discovered that the average processing time between first contact and enrollment was approximately five months, a time span that half of the participants believed was reasonable.

Almost all students agreed that the Main Building of the Cleveland Public Library is the best location for the program. Students also recommended that the ELP be carried out in conjunction with all the county library systems because these libraries are easily accessible.

The students need and desire close contact with ELP counselors, mostly for advice regarding the best courses to take and help in working out the independent study contracts.

The counselors are also needed to provide structured guidelines and schedules for course completion. Students recommended a maximum of 15 students to one counselor and more training for counselors in different areas of learning. Students also suggested there be at least one instructor in every department which offers courses. The students unanimously appreciated Mrs. Dorothea Brown and her staff for their help. Eighty-two percent (82%) of the participants thought that the staff understood the problems of both city and suburban students.

Students were critical of the amount of contact they had with faculty. Only one student thought that there was enough personal contact with the professor. The time lapse between the mailing in of assignments to OU and feedback from the instructor was the most common reason for dissatisfaction. All students desired quicker communication. They felt that although the distance from the OU campus was not a problem for them, they did want more contact the faculty. One student recommended that a toll-free telephone service be installed so students could leave messages for instructors, thereby insuring swift solutions to course related problems.

The Curriculum

Almost 80% of the participants found the ELP courses required as much effort as regular university courses but preferred the ELP pattern because it offered more options than the traditional college program. Twenty percent (20%) believed they learned more from the ELP courses than from regular courses. Almost all students were able to establish regular study schedules despite family and job responsibilities. Clearly these adult students were convinced that they could discipline themselves to complete their study assignments.

The students mentioned that they felt the effects of non-resident study. Many students missed feedback from other students, but over half felt that they would not have learned more if they were able to study on campus. Students recommended occasional meetings with other participants of the ELP as a means of generating and sustaining interest and enthusiasm.

Thirty-four percent (34%) of the students felt that they could learn more if the study program were geared to their work responsibilities. Eighty percent (80%) thought that improving their reading and communication skills by such means as speed-reading courses would be helpful.

Credit Hours

All students surveyed wanted credit for the work skills and competencies they have acquired. One-half of the students were willing to have these skills evaluated. They were also willing to prepare written papers or take written examinations to receive credit for their knowledge. With only one exception, the students desired a local and a national credit bank to be established for the degree of Bachelor of General Studies (BGS), so credits earned at all universities would be transferrable. The students were unanimous in their desire that all Cleveland colleges and universities accept their previous college credits as readily as OU does.

Financing

Fifty-seven percent (57%) of the participants surveyed would finance their education with current income. Thirty-six percent (36%) would have to rely on some kind of financial aid to complete the ELP courses. All of the scholarship students, however, indicated that without aid they would not have been able to participate in the ELP experience.

Almost all students thought that institutions should charge less for ELP courses, since campus facilities are not used by them. They also felt that the part-time as well as full-time student should be eligible for State of Ohio scholarships and low-interest loans. No student was willing to pay more than $30 per credit hour, while several students requested lower course fees than the current $17.50 per credit hour.

The Bachelor of General Studies Degree

Almost all the students surveyed claimed to understand what the Bachelor of General Studies (BGS) degree is. However, only 21% believed that a BGS

degree pulls as much weight as a B.A. or a B.S. degree. Over half the students surveyed, however, thought that the BGS degree would be acceptable to graduate schools. Sixty-six percent (66%) thought that the Ohio Board of Regents should offer this degree. The students asked that a written statement be obtained from all local educational institutions agreeing to accept the BGS degree.

Seventy percent (70%) of the students felt that a BGS degree would upgrade their present job and would help them to obtain better jobs in the future. Seventy-three percent (73%) believed that the BGS degree would enable them to command the salary they requested in a job.

Two students wanted the Extended Learning Program to lead to the B.A. and B.S. degrees also.

Student Reaction to Ohio University Recommendations

As part of the survey, the participants were asked to rank recommendations for improving the Extended Learning Program according to what they believed to be most necessary.

Fifty-seven percent (57%) of the students agreed that the ELP should remain at OU and continue to test and develop programs for non-resident students. Half of the students wanted more correspondence courses to be available and a state-wide program developed to provide additional resources to the ELP, in short, to continue and expand the existing ELP program. The priorities led 40% of the participants to ask that Course Credit by Examination be made available for a greater number of courses and that a study be made of other schools dealing with the evaluation of work and life experience. This study would then be the basis for criteria by which to award college credits.

Almost as many students recommended increasing the number of counselors to the ELP applicants and providing special training for these counselors. Thirty-eight percent (38%) of the students also asked that a Bachelor of Extended Learning or an Associate of Arts degree be made available through the ELP.

Thirty-six percent (36%) of the participants recommended that the public libraries be the student contact office, and that more Cleveland based faculty be hired.

Of lower priority are the recommendations that a standard procedure of evaluation of the CLEP be initiated at all State of Ohio institutions, and that the state-wide Board of Advisors continue to review the project. Twenty-five percent (25%) of the students asked for in-service training of faculty to assist ELP students to develop learning contracts.

Twenty-three percent (23%) of the students thought that efforts should be made to make the admission and processing of students more efficient and less time-consuming, although, as was discussed in the section on Administration, the process was much slower than that ordinarily in effect in traditional programs.

Finally, 17% of the participants thought that a consortium of state universities be established to broadcast college courses for credit.

Summary of Survey Analysis

This survey supports the hypothesis that an innovative non-resident degree program for adults is much to be desired in Greater Cleveland. Those who enrolled during the pilot term represent a fraction of the adults in Cleveland who are eager and able to participate in a contract learning program. The survey reinforced the belief that individualizing education is an essential element in adult plans for continuing education. Respondents said that the combination of full-time employment and home responsibilities made attendance on college/university campuses difficult in the majority of cases. Financial difficulties were of major concern to the young married women in the survey population, but men and women employed full-time seemed ready to carry the additional financial load that an undergraduate education demands. This is not to say that the costs were immaterial, but rather the data indicate that per credit hour costs between $17.50 and $30.00 would be acceptable to 82% of the survey population.

A Bachelor of General Studies degree is acceptable to these adults. Many program participants understand the difference between a BGS with its limitless choices of study and the regular B.A. or B.S. offerings which are prefabricated. They understand and are willing to chance the acceptability of the new degree in exchange for new learning options. Most of the students are not likely to be candidates for advanced degrees, nor are they interested in pursuing a pure "liberal arts" program. They are almost exclusively desirous of studying in the areas which will develop competency in their work. Of monumental interest to present ELP students and to almost 100% of the applicants is the necessity for some acceptable system of earning college credits for work and life experience outside the academic setting. The design of examinations to evaluate competencies, the submission of portfolios and documentation of accomplishments, and the willingness to undergo examination by faculty are all acceptable to ELP respondents.

Finally, 84% of those surveyed believe that Cleveland colleges/universities should develop an umbrella organization for all local people so the facilities so abundantly offered in Cleveland are really open to those who want and need a chance to pursue their educational goals in an independent, individualized manner.

And looking to future programs, Clevelanders surveyed (80%) want the Ohio Board of Regents to offer a BGS as a Regent's degree so Ohio students can study in any of the state's accredited institutions and bank all college credits which then could accrue towards the Regent's degree.

Other Observations

During the course of the pilot project, careful records were kept of the people who came to the ELP office in Cleveland for counseling. The records indicate that almost every person who enrolled in the program averaged six appointments and at least two dozen phone conferences with Mrs. Brown or her associates. Also, 1,500 people came in or called for help and information. These callers said they expected to avail themselves of ELP or other educational opportunities in the Cleveland area in the near future. It was also noted that there was an average time lapse of five months between application and enrollment in the program.. The rather lengthy procedure which involved counseling,

transmittal and evaluation of transcripts from previous colleges, and the completion of admission procedures at OU was discouraging to many who began the admissions process. Some adults lost interest and impetus because of the time lag between steps.

Mechanical difficulties such as clerical errors in mailing information, loss of transcripts in the mail and other deficiencies inherent in an operation separated from its base by 500 miles were troublesome but not grave. Students were in agreement that OU should continue to administer and even expand the ELP in its experimental phase.

Occasional contacts between professor and student and with other students were urged. Most students were willing to meet in a seminar setting on a regular basis, with the majority specifying weekends in preference to evening meetings on college campuses.

Recommendations

Future planning should include the following areas:

The ELP must be better integrated into traditional existing educational programs.

Alternative means of earning academic credits must be built into more Ohio institutions of higher education (i.e., CLEP, CCE, Correspondence Courses, Independent Study, Contract Learning). From our contact with other educational institutions throughout the country, it is evident that there are hundreds of credit-bearing correspondence courses available that should be accepted reciprocally by Ohio's accredited colleges and universities.

Through in-service training, faculty should be given the skills to help students prepare learning contracts.

Guidelines for the development of criteria for granting credits for work and other life experience should be established.

Meetings and seminars on topics of common interest should be made available as part of the ELP program and should be given for credit.

A blue ribbon policy committee of faculty, administrators and lay people should be empowered to make decisions concerning the ELP on a state-wide basis.

Counseling must be considered an on-going part of the program, and the staff must continue to be representative of the community at large.

Student credit hours generated by ELP people should be integrated into the regular credit transfer processes of all schools.

Faculty payment for ELP contract learning must be comparable to the compensation they earn for traditional courses.

The role of the adjunct faculty member, his credentials, honorarium, and responsibilities should be outlined clearly and be accepted by both adjunct and regular faculty.

APPENDIX I

The Questionnaire

And the Responses to Questions

By Percentage and Rank

Please answer the following questions carefully and make any additional comments you feel necessary.

1. The best way for me to learn is by taking:

Ranked in order of Choice	
1	Correspondence
2	Independent Study (Contract)
2	Traditional, in-class study
3	TV Course(s)
4	Course Credit by Examination (CCE)

2. I find that the ELP courses (i.e., CCE, independent study, correspondence, TV) require as much effort as when I previously attended regular classes.

52%	Completely agree	10%	No Response
27%	Partially agree		
11%	Disagree		

3. Realistically, ELP students should be able to complete their courses within:

50%	3-6 months	13%	No Response
28%	9-12 months		
9%	12 months or more		
	Other (specify) _____		

4. As compared to a regular college program, ELP offers more options than the traditional undergraduate program:

57%	Completely agree	6%	No Response
30%	Partially agree		
7%	Disagree		

5. Please rank in order of importance your reasons for enrolling in the ELP:

1	It is more convenient to my schedule
2	This program is better suited to adults in Cleveland than those offered at other colleges and universities
3	It allows me to learn at a convenient pace
4	It allows me to take greater responsibility for my own learning
5	Personal satisfaction

6. I am learning much more from ELP courses than when I previously attended regular courses:

20% Completely agree
38% Partially agree
14% Disagree
20% N/A (have never attended regular college courses)
8% No Response

7. I have been able to establish a specific study schedule to complete my course requirements without interference from my other responsibilities.

55% Most of the time
30% Some of the time
4% Not at all
11% No Response

8. My family and job responsibilities interfere with my course work.

5% Most of the time
63% Some of the time
21% Not at all
11% No Response

9. I could work more enthusiastically if my course work was specifically related to my type of employment.

34% Agree
20% Disagree
18% Don't Know
20% N/A
9% No Response

10. I find I am able to discipline myself to study even though I am not attending regular classes.

64% Most of the time
21% Some of the time
2% Not at all
13% No Response

11. It would help me to learn if I had some type of feedback from fellow students:

25% Completely agree
39% Partially agree
23% Not necessary
13% No Response

12. Listed below are special times and days at which students and advisors-faculty could meet for seminars and discussions of general interest. On the basis of your present work schedule, family commitments, etc., indicate the suitability of each for you.

1. Not suitable
2. Suitable
3. Suitable and preferable

Ranked in order of Choice

1	One Saturday a month for a semester
2	Sunday afternoon for a specified number of weeks
3	Weeknight classes 1-2 evenings per week
4	Every Saturday for a period of 3-5 weeks
4	One weekday afternoon per week for a semester
4	Intensive 1- or 2-week periods during summer or vacation
5	Saturday and Sunday for a limited number of weeks
5	Regular summer session night study (5- or 6-week classes)
6	Late afternoon/evening, weekdays for a semester
7	Weeknight classes 3 evenings per week

13. In addition to my other home and work responsibilities, I could successfully take the following number of credit hours during the same time period (i.e.. semester, quarter).

25%	1-3 hrs.
43%	4-6 hrs.
18%	7-9 hrs.
7%	10 hrs. or more

7% No Response

14. It would be extremely helpful for me to learn speed reading and improve my communications skills (i.e. writing, speaking).

45%	Completely agree
34%	Partially agree
18%	Disagree

4% No Response

15. The present residency requirement that students attend Ohio University to obtain 45 hours of credit can be fulfilled by taking 45 credit hours of correspondence courses and/or course credit by examination. Personally I could learn more by attending on campus.

7%	Completely agree
32%	Partially agree
52%	Disagree

9% No Response

Why: _____

_____

16. The Ohio University ELP should award college credits for the work skills and competencies I have developed.

77%	Completely agree	10%	No Response
13%	Partially agree		
0	Disagree		

17. I would be prepared to do the following to demonstrate my competency in areas that I feel I should receive credit: (choose any number of the following)

Ranked in order of Choice	
1	Have my work experience evaluated
2	Prepare a written paper on my experiences
3	Take a written examination
4	Be observed in a problem-solving situation
5	Take an oral examination

18. An individualized independent study college program may require more expense than attending a regular college program. (The ELP courses are $17.50 per credit hour.) I would be willing to pay per credit hour:

82%	$17.50-30.00	11%	No Response
	$31.00-45.00		
	$46.00-60.00		
	$61.00-75.00		
	$76.00-100.00		
7%	Other (specify) Less than $17.50		

19. Part-time students as well as full-time students should be eligible for State of Ohio scholarships.

88%	Completely agree	1%	No Response
9%	Partially agree		
2%	Disagree		

20. Part-time students as well as full-time students should be eligible for low interest loans.

88%	Completely agree	1%	No Response
7%	Partially agree		
4%	Disagree		

21. Since ELP students do not use campus facilities, I think the institutions should charge less for courses.

57%	Completely agree	5%	No Response
30%	Partially agree		
7%	Disagree		

22. I will probably finance my education in the following way:

		Ranked in order of choice
1	Current income	
2	Grant from government or state	
3	Savings	
4	Assistance from relatives	
5	Loan	
6	Employer will pay directly	
6	Reimbursement from employer	

23. It is essential that I receive scholarship money or some type of financial aid to complete ELP courses.

30%	Yes	3%	Don't Know
54%	No	7%	No Response

24. I understand the requirements to obtain a BGS degree from Ohio University through the Extended Learning Program.

87%	Completely agree	0%	Don't Know
9%	Partially agree	2%	No Response
2%	Disagree		

25. The BGS degree holds the same status, academically and in the job market, as the BA and BS undergraduate degrees.

21%	Completely agree	11%	Don't Know
43%	Partially agree	13%	No Response
13%	Disagree		

26. The BGS degree will be an acceptable credential for graduate school admissions.

38%	Completely agree	9%	Don't Know
30%	Partially agree	16%	No Response
7%	Disagree		

27. The BGS degree will enable me to advance in my present job.

48%	Completely agree	5%	Not Applicable
23%	Partially agree	4%	Don't Know
9%	Disagree	11%	No Response

28. The BGS degree will help me obtain a job in the field I wish to enter.

41%	Complete agree	9%	Don't Know
29%	Partially agree	16%	No Response
5%	Disagree		

29. The BGS degree will enable me to command the salary I request in a job.

32%	Completely agree	7%	Don't Know
41%	Partially agree	11%	No Response
9%	Disagree		

30. Cleveland colleges and universities should develop the ELP as an option in their undergraduate programs.

84%	Completely agree	3%	No Response
13%	Partially agree		
	Disagree		

31. The Cleveland Public Library (Main Building) is the best location for the ELP office.

66%	Completely agree	2%	Don't Know
20%	Partially agree	2%	No Response
11%	Disagree		

32. I welcome the advice and counsel of the ELP staff because they understand the problems of people from both the inner-city and the suburbs.

57%	Completely agree	4%	Don't Know
25%	Partially agree	1%	No Response
13%	Disagree		

33. I know exactly what I wish to achieve from ELP and do not need assistance or guidance from ELP counselors.

13%	Completely agree	4%	Don't Know
32%	Partially agree	4%	No Response
48%	Disagree		

34. The ELP counselors should not be responsible for more than 1-15 (No.) number of students.

35. My application and registration in the ELP was handled with speed and efficiency.

61% Completely agree
25% Partially agree
11% Disagree
2% Don't Know
2% No Response

(If disagree) explain: No significant answers given.

36. The approximate time between my first interview and my enrollment in ELP was:

_____ Specify *See written report. Page 5.

37. My communications with Ohio University were prompt and efficiently handled.

63% Completely agree
20% Partially agree
13% Disagree
5% No Response

38. I think Ohio University should appoint faculty members from the Cleveland area so that I may have more personal contact with my professor.

57% Completely agree
30% Partially agree
2% Disagree
4% Don't Know
7% No Response

39. What I need most from the cooperating faculty are: (rank in order of importance)

1 Advice regarding the best courses to take
2 Help in working out independent study contracts
3 Structured guidelines and schedules for work completion
4 Information about financial assistance
5 Advice and diagnosis of good study methods
_____ Other (specify) _____

40. My communications with my professor(s) in the Ohio University ELP are:

41% Fully satisfactory
21% Somewhat satisfactory
16% Unsatisfactory
5% Don't Know
16% No Response

(If Unsatisfactory) why Time lapse between mailing in assignments and feedback from the professor.

41. The Board of Regents should develop a state-wide degree that allows me to take courses from any state school and bank the credits towards a BGS from the Regents.

68% Completely agree
20% Partially agree
2% Disagree
4% Don't Know
7% No Response

42. The Ohio Board of Regents should offer a BGS degree.

66% Completely agree
13% Partially agree
2% Disagree
4% Don't Know
16% No Response

43. There should be a national credit bank to allow transfer of all credits earned to any college or university in the country.

82% Completely agree
13% Partially agree
Disagree
5% No Response

44. Competition from the outside is healthy and is likely to encourage colleges and universities in Cleveland to develop an ELP similar to Ohio University. 64% Completely agree Partially agree 30% Disagree 0%

45. The fact that Ohio University is located 500 miles away has created problems for me.

29% Yes
64% No

(If Yes) explain: No significant responses.

46. From my experience there is less "red tape" involved in enrolling in the ELP than in a regular college program.

77%	Completely agree	2%	Not Applicable
14%	Partially agree	2%	No Response
5%	Disagree		

47. Colleges and universities in Cleveland should accept my previous college credits earned as readily as does Ohio University.

86%	Completely agree	14%	No Response
0%	Partially agree		
0%	Disagree		

48. I have attended the following local college(s):

5%	Baldwin Wallace
14%	Case Western Reserve
20%	Cleveland State University
32%	Cuyahoga Community College
4%	Dyke
2%	John Carroll
0	Notre Dame
2%	St. John's
7%	Ursuline
23%	Other Outside the Cleveland Area

49. I previously applied to the following colleges but was turned down:

	Baldwin Wallace
	Case Western Reserve
2%	Cleveland State University
	Cuyahoga Community College
	Dyke
2%	John Carroll
	Notre Dame
	St. John's
	Ursuline
	Other (specify)

50. The reason I did not pursue my degree at a Cleveland institution is:
(Choose any of the following)

Ranked in order of choice

1	Attending regular classes did not fit my schedule
2	ELP offers me more options
3	Travelling to the campus is dangerous
4	Too expensive
5	Local institutions would not accept previously earned credits
6	Ohio University is a better school

51. If the ELP were not available I would:
Ranked in order of choice.

1	Would not attend school
2	Attend a local institution
3	Take courses by correspondence

52. I would enroll in a Cleveland college or university if:
(state specific requirements)

The reasons most often given were :

1. If local institutions offered a program similar to the ELP which would enable them to study at their own pace.
2. If local institutions offered the option of attending regular classes or taking correspondence and contract courses.

53. In my opinion one reason college enrollment is declining is because their programs do not offer the ELP as an option:

23%	Completely agree
61%	Partially agree
7%	Disagree
9%	No response

54. The following recommendations have been made to improve the Extended Learning Program. Please indicate the ones you feel are necessary and list any others you think are needed. Rank according to importance, scale of 1-5. 1=most important-------5=least important

1 The ELP should remain at Ohio University and continue to test and develop programs for the Extended Learning student.

2 There should be a greater selection of correspondence courses.

2 A state-wide program should be developed to provide additional resources to the ELP.

3 Course Credit by Examination should be made available for a greater number of courses.

3 A study should be made of other schools that are dealing with the evaluation of work and life experience in order to establish evaluative criteria to award college credits.

4 A Bachelor of Extended Learning or an Associates of Arts degree should be made available through the ELP.

4 The number of counselors available to the ELP applicants should be increased and special training provided for these counselors to deal with the problems of the non-traditional student.

5 The number of faculty from the Cleveland area should be increased.

5 The public libraries should be used as the student contact office for the ELP.

5 The OU Pilot Study Steering Committee comprised of students, administrators, faculty and community representatives should
6 continue to be the mointoring agent of ELP.

6 A standard procedure of evaluation of the CLEP should be initiated at all State of Ohio institutions.

7 The state-wide Board of Advisors should continue to review the project, provide information to their institutions and make recommendations on the current operation and future direction of the project.

8 There should be in-service training for faculty to help increase their understanding of Extended Learning students and contract learning.

9 Efforts should be made to make the admission and processing of students more efficient and less time consuming.

10 A consortium of state universities should be established to broadcast college courses for credit.

APPENDIX II

A Profile of Students Who Received Scholarships Under a Grant from the George Gund Foundation

SURVEY

EXTENDED LEARNING PROGRAM SCHOLARSHIP RECIPIENTS

Mrs. Mary Martin is divorced and is the sole support of six children. She is Public Relations Director for a neighborhood settlement house and earns $8,000 a year. Without the help of a scholarship as part of the Extended Learning Program, Mrs. Martin would not have been able to take a psychology course through Ohio University.

Mrs. Martin is representative of the 26 recipients of scholarships. Twenty-four of these are women. Almost half of the people involved are separated or divorced.

Of the 38% whose incomes are between $5,000 and $8,000 a year, all have expenses that prohibit paying for courses without assistance. Mrs. Janet Jones, for example, has an income of almost $7,500 a year including child support of $40 per month. She is trying to pay off bills her ex-husband left outstanding as well as having to pay for the divorce.

Mrs. Wendy Williams has recently started working to supplement her husband's modest income. With only three children still dependent on the Williams, circumstances would appear to be favorable for her to pay for the College Level Entrance Examination. Actually, parochial school, medical expenses and support of invalid relatives made a scholarship the only way Mrs. Williams could pay the exam fee.

Another working mother, Mrs. Helen Hill and her husband together earn almost $12,000 a year, but they have medical bills for seven children as well as tuition payments for a daughter. Mrs. Hill, a library aide, is taking "Introduction to Library Science" through [illegible] University with the help of a scholarship.

Mrs. Jones, Mrs. Williams and Mrs. Hill are proof that even though many of the scholarship recipients do have incomes above the poverty level, extraordinary circumstances prevent these people from getting the education they want.

As for the 46% who have incomes under %5,000 a year, the scholarships offered them a unique chance to participate in the Extended Learning Program. Mrs. Patricia Patton is 64 and a widow with no children. The Social Security benefits she receives, less than $150 a month, would not allow her to take Ohio University's Studies for Children.

Bill Bailey is 20 years old and is a student at Ohio University. His parents are divorced; his father is unemployed, and the family receives welfare assistance. Mr. Bailey is taking a correspondence course in Engineering Drawing.

The 26 participants are either unemployed and taking care of their children or are working as secretaries, library aides or clerks. Their incomes are too low and their hours too long to allow any of them to be full-time students. Almost none of these people are college age, but all have definite goals in mind. Some want to add to their previous credits to work for a B.A. Others want to upgrade their present positions by taking courses related to their jobs. Until now, there have been no conventional scholarship funds available for the particular needs of these students, that is, money to take examinations or fees for one course at a time.

This scholarship program has provided the only opportunity for these highly motivated people to pursue their goals within the schedules their responsibilities dictate and regardless of their financial limitations.

NOTE: The names of the scholarship recipients have been changed to protect their identities.

DEMOGRAPHIC STUDY OF SCHOLARSHIP RECIPIENTS

Total

26	Scholarship recipients
92%	Female
8%	Male
42%	Separated/Divorced
35%	Married
15%	Single
8%	Widowed
69%	Employed
31 %	Unemployed
77%	Dependents
23%	No dependents

Income

$0-2,500/year	23%
$2,500-5,000/year	23%
$5,000-8,000/year	38%
$8,000-10,000/year	12%
$10,000 plus/year	4%

Scholarships Awarded To Date
June, 1973

1. Betty Simmons	CLEP	$25.00
2. Betty Simmons	CCC	28.30
3. Tony Lopez	Ohio U.	70.00
4. Veronica Adams	Ohio U.	87.50
5. Martha A. Jones	CLEP	25.00
6. Martha A. Jones	Ohio U.	87.50
7. Gaila Klimas	Ohio U.	87.50
8. Gaila Klimas	C.S.U.	47.50
9. Marguerite M. Irwin	Ohio U.	87.50
10. Edwina Hitchcock	Ohio U.	87.50
11. Margaret Taylor	Ohio U.	87.50
12. Mary Curry	CLEP	25.00
13. Mary Curry	Ohio U.	87.50
14. Pummie Mullin	Ohio U.	70.00
15. Carrie L. Jones	Ohio U.	87.50
16. Jeanne Pojman	CLEP	25.00
17. Rita M. Weaver	CLEP	25.00
18. Flornia Jackson	Ohio U.	87.50
19. Ann Wallace	Ohio U.	70.00
20. Mildered Hughes	Ohio U.	70.00
21. Loretta Bendishaw	Ohio U.	87.50
22. Loretta Bendishaw	CLEP	25.00
23. Wilma Williams	Ohio U.	87.50
24. Margaret A. Brooks	Ohio U.	70.00
25. Rose M. Malcuit	CLEP	25.00
26. Rose M. Malcuit	Ohio U.	87.50
27. Mamie Wiley	Ohio U.	52.50
28. Mamie Wiley	Ohio U.	52.50
29. Edith J. Williams	Ohio U.	52.50
30. Edna M. Richardson	Ohio U.	52.50
31. Margaret Hartman	Ohio U.	70.00
32. Joseph Dunn, Jr.	Ohio U.	52.50
33. Joseph Dunn, Jr.	Ohio U.	25.00
34. Edith J. Williams	CLEP	25.00
35. Rita Pickens	Ohio U.	87.50
		$2,120.80

APPENDIX III

Personal Letter from a Student's Father

Lawyers for Housing

525 TERMINAL TOWER
CLEVELAND, OHIO 44113
TELEPHONE: (216) 696-2886

A PROGRAM JOINTLY
SPONSORED BY THE
AMERICAN BAR ASSOCIATION
AND THE CLEVELAND BAR ASSOCIATION

July 25, 1973

Ms. Joanne K. Kaufman
Evaluator,
Extended Learning Program
Cleveland Commission on
Higher Education
Urban Reports Corporation
308 Lincoln Building
1367 East 6th Street
Cleveland, Ohio 44114

Dear Ms. Kaufman:

This is in response to your questionnaire directed to Henry James Friedman, a student in the Extended Learning Program who is presently continuing both his studies and his ELP assignments from Jerusalem. Having remained closedly in touch with Hank and his progress in the program, I feel obliged to respond due to our inability of conveying the questionnaire and having it completed within the July 26, 1973 deadline. I shall, nevertheless, forward it. I present these remarks to you in an arduous attempt to be unbiased. These comments are made in light of my experiences with students in public interest law and as an adjunct faculty member of the Cleveland State University College of Law. Our supplemental comments merely focus on the rennaissance of a serious student in light of the exclusive opportunity made available by your program.

Your records reflect Hank's academic history. In courses in which he was motivated, Hank achieved success. However, conventional curriculum remained basically incompatible and, accordingly, restricted his otherwise enlightened intellectual potential. Since the commencement of the ELP, Hank has thrived and represents one of the more stellar examples of

how certain persons can develop and grow in a flexible, yet disciplined curriculum. Hank has completed his assignments generally with regularity and with substance. His efforts in philosophy and theology have motivated him to undertake further independent study not related to the parameters of the program.

Hank's success in the ELP may be best measured by the continually excellent evaluations given him on his assignments. In terms of his writing style, his practice and study in preparation of assignments have notably improved his style and technique. Moreover, this nature of his scholarship has been exemplified by creative thought requiring increasing study, a most desirable goal of the educative process.

Perhaps, most important, is the demonstration that, through independent studies, innovative thought and writing has evolved. Hank has received personal attention, comment and guidance from university faculty members. His personal experiences with them, coupled with the special attention by Dr. LeClair and his staff, has had the effect of not only making Hank know of the interest others have in his work, but also has spurred him into the realization that the value of his scholastic discipline transcends the limits of the ELP into a contribution to his field of interest.

Interestingly, Hank had conceptualized his goals in his application to the program. The exciting dynamics of his development in the program reflect measurably appreciable success in the initial stages of his quest for knowledge and wisdom.

The survey seeks information regarding what a student has experienced and what is suggested for the future in terms of importance. It should be sufficient to state that society can only benefit by providing opportunities to bright and motivated people to realize academic success through your non-traditional method. Whatever contribution Hank makes to humanity will certainly not now turn on the future existence of the ELP per se. What it may turn on, however, will be the accessibility of opportunity to strive toward meeting the challenge of meaningful scholarship. The extended learning program can be the non-conventional institution in providing accessibility and in providing the spark to kindle the fires

of academic and human accomplishment.

Hoping to be of any further service to you, I am

Very truly yours,

AVERY S. FRIEDMAN
Assistant Director

ASF/gs

APPENDIX IV

Index of Readiness of Cleveland Colleges and Universities To Participate in an Extended Learning Program

Readiness of Cleveland Institutions for the Extended Learning Program

Baldwin Wallace	-- No credits for CCE; previous work-related experience. -- Recent acceptance of OU correspondence courses for credit; CLEP credits under consideration. -- Independent study transferrable to BGS program at OU. -- Interest free financial aid.limited.
Case Western Reserve	-- No credits for CLEP; CCE; work-related experience -- 15 semester hours credit for correspondence courses. -- Independent study programs with regular faculty on individual basis. -- No financial aid available.
Cleveland Institute of Art	-- No credit for CLEP; CCE; correspondence courses. -- Credit for work-related experience. -- Independent study available with regular faculty. -- No financial aid.
Cleveland State University	--45 quarter hours credit CLEP general exam. --44 quarter hours CCE; 15 hrs for correspondence. courses. -- No independent study opportunities for ELP.
Cuyahoga Community College	-- No credit for CLEP; to 18 quarter hours for CCE; limited credit for work-related experience. -- Independent study being considered by some full-time faculty for individual students. -- An AA degree in General Studies under consideration if transferrable to OU--BGS. -- Limited financial aid available.
Dyke	-- No credit for general CLEP, CCE, correspondence courses; limited credit for work-related experience; CLEP subject exams

Readiness (Cont'd)

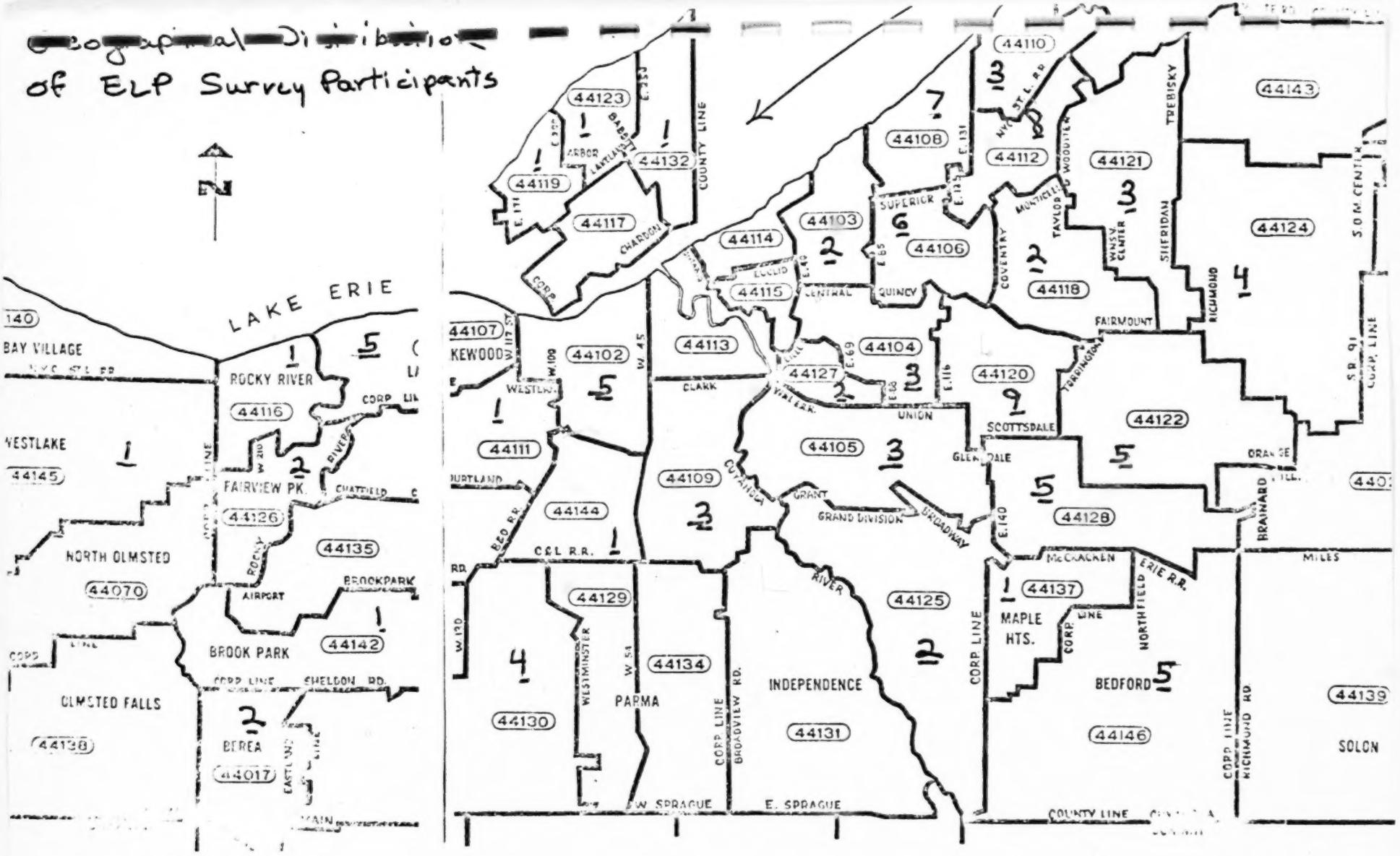
Dyke (cont'd)	-- Is joining with Ursuline in developing new independent learning program. -- In process of developing separate independent study project granting B.S. in Business Administration. -- Credit for life experience related to academic courses will be granted. -- Limited financial aid.
John Carroll University	-- 30 hours credit for CLEP, general and subject, with 50 percentile; no credit for correspondence courses CCE; work-related experience. -- Independent study only to regular students. -- No financial aid.
Notre Dame College	-- Credit for CLEP, work-related experience; no credit for CCE or correspondence courses. -- Some credit for independent study. -- No financial aid.
St. John College	-- No credit for CLEP; CCE; correspondence courses; life related experiences. -- Considering an independent learning program in education. -- No financial aid.
Ursuline College	-- 30 semester hours CLEP, general and subject; no credit for CCE; correspondence; work-related experience. -- Has joined with Cleveland Board of Education to sponsor "college without walls" program. -- Is preparing proposal with Dyke college for new independent study program.
Karamu House	-- Will be accredited by OU in theater arts for 18-20 credit hours for independent study and work-related academic experience.

APPENDIX V

Geographic Distribution

Of Students in Northeastern Ohio

Geographical Distribution of ELP Survey Participants



Also

Burton	1	Avon	3	Valley City	1
Aurora	1	Lorain	2	N. Ridgeville	1
Twinsburg	1	Chardon	1	Swanton	1
N. Olmsted	4	Chagrin Falls	1	La Grange	1